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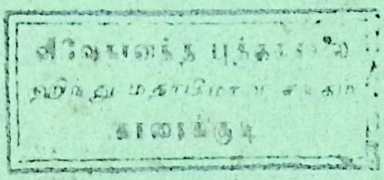
OUTLINES OF GEOGRAPHY

FOR

Standards Two and Three

BY

EDITH ANNA HEMINGWAY



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Outlines of Geography

FOR

Standards Two and Three

BY

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ராமகிருஷ்ண
விவேகானந்தர் சங்கம்
காரைக்குடி.

நன்கொடையாளர் .....
ஊர்..... .....
புத்தக எண்..... பதிவு எண்.....

SINGAPORE
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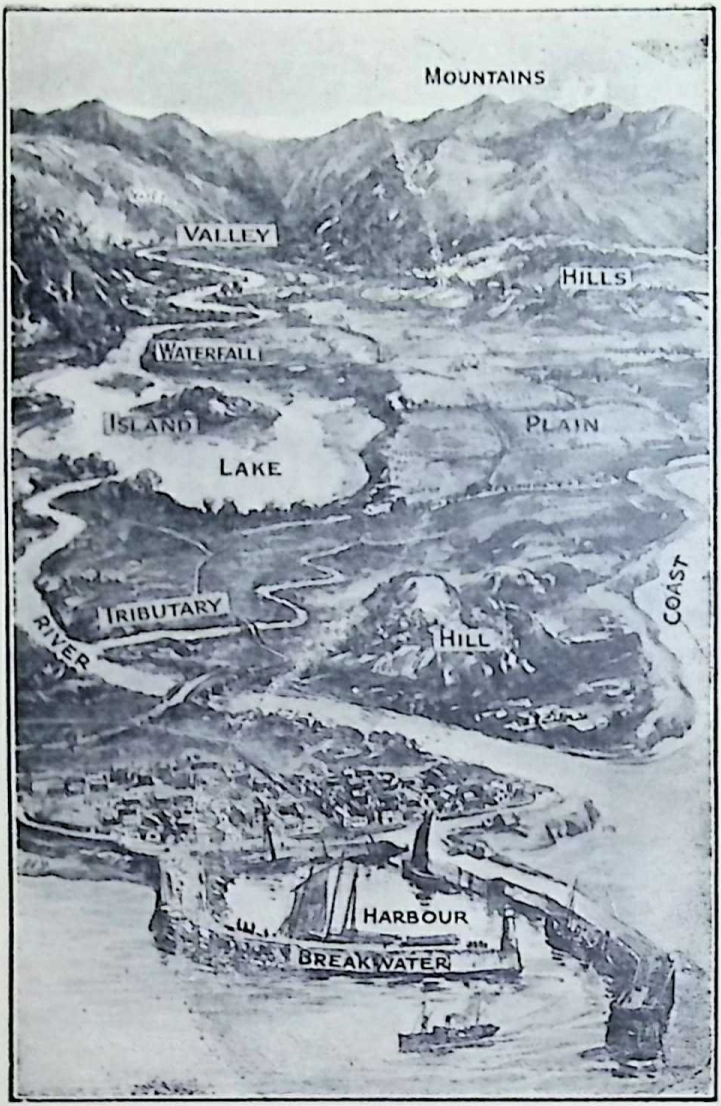
MOUNTAINS
VALLEY
HILLS
WATERFALL
ISLAND
PLAIN
LAKE
TRIBUTARY
RIVER
HILL
COAST
HARBOUR
BREAKWATER

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Standard II.

Plan of School and Play-ground.
Points of the Compass.

Geography for Standard II.

THE CARDINAL POINTS.

Explain to pupils that in order to go to a place they must know which way to go. The way to a place is called **direction.** In order to find a place we must know in what direction it is from us. We have names for these directions. The sun helps us to find the directions.

Ask pupils if they have ever seen the sun rise. When does the sun rise? Let them point to the direction in which it rises. Then tell them that that direction is called **east.**

Let another pupil tell you that the sun sets in the evening. Let him point towards the direction in which the sun sets. Then tell them that we call that direction **west.**

Next let a pupil stand with his right arm stretched toward the east and his left arm toward the west. Explain to the class that he is facing the **north** and his back is toward the **south.**

Let pupils memorise the following:—
The sun rises in the morning.
The sun rises in the **east.**
The sun sets in the evening.
The sun sets in the **west.**

When my right hand is pointing to the east, and my left hand to the west, my face is toward the **north** and my back is toward the **south.**

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DIAGRAM REPRESENTING THE DIRECTIONS.

Have a large circle drawn on the floor. Then let a boy stand in the centre with his arms stretched toward the east and west. As he says, "My right hand points to the east. My left hand points to the west. I am facing the north. My back is toward the south," let another pupil mark E, W, N and S in their proper places on the circle. Have intermediate points taught and marked on the diagram, in the same way.

North-east is half-way between north and east.
South-east is half-way between south and east.
North-west is half-way between north and west.
South-west is half-way between south and west.

DRILL ON DIRECTION.

Give the boys a great deal of drill on the directions. Let several boys at a time stand, and at command face in any direction. Allow them enough time to be sure of the direction, before the command to face is given.

North——face!
West——face!
South-east——face!

Another day have pupils walk toward the north-east, south, etc. As they are walking make them say, "I am walking toward the north-east. I am walking toward the south," etc. When pupils are sure of the direction when given, direct them to go toward different objects, such as the window, basket, door and table and saying, "I am going toward the east. I am going toward the north-west," etc.

Next let pupils name objects and say, "I am north of your table. I am east of the window. I am south-west of the door." Then reverse the order and let them say, "Your table is south of me. The window is west of me. The door is north-east of me."

NOTE:—It is very necessary that boys should be able to tell the direction of one thing from another before beginning map work in the Third and Fourth Standards.

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THE COMPASS.

Elicit from the boys that there are times when it is cloudy. Then the sun cannot be seen. If they are at home they know where the sun rises. In a strange place and on the sea they would not know. Sailors use a compass to tell directions. If possible have a compass to use in class. Teach the boys that the compass is a box, in which is a needle swinging on the top of a pin. When this needle is still it always points to the north. When we know where north is, it is easy to find all the other directions. Show boys that the face of the compass is marked like the circle they made on the floor. Turn the compass so that the needle points directly to the point marked N. Next have them show you east on the compass and extend their right arms in the same direction and their left in the opposite direction.

Show boys that their left hands are pointing in the same direction as the W on the compass, their faces are toward N and their backs toward S. Therefore the compass shows me that, "When my right hand points to the east, and my left hand to the west, my face is toward the north and my back is toward the south."

PLAN OF THE CLASS-ROOM.

(Taken from English Conversation for Std. II. by Harriet C. Read)

SUGGESTIONS FOR TEACHING.

Get a collection of round, square and oblong boxes, Have them drawn on the blackboard. Label them "Pictures of Boxes."

Place the boxes against the blackboard and outline round their bases. Label them "Plans of Boxes."

Draw pictures and plans of any other simple objects in the room. Explain the difference between a picture of a class room and a plan of the class room.

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Let pupils face the teacher's desk and point to the front, back, right and left walls, saying:

That is the front wall.
That is the back wall.
That is the right wall.
That is the left wall.

Draw on the wall a horizontal line to represent the front wall of the room.

Have two pupils measure with a string the front wall and two other pupils measure the right wall. Then let them compare the lengths of the two strings and state their conclusion as to the relative lengths of the two walls. "The right wall is longer (or shorter) than the front wall." Have a pupil, without a ruler, draw a line representing the right wall.

By measuring as above develop the statement, "The back wall is the same length as (or longer or shorter than) the front wall," etc.

Let different pupils complete the walls.

Let a pupil measure the sides of a square and state, "The four sides of a square are of equal length." Then let him measure the four sides of an oblong and state, "The two opposite sides of an oblong are of equal length." Elicit from the pupils a statement as to whether the room is square or oblong in shape.

If the room is irregular in shape, state the number of sides it has and try to get the pupils to tell why it is not an oblong and why it is not square.

Let the pupils describe the positions of the door or doors in relation to the walls as: The door is in the left wall near the front.

Describe the position of the windows in the same manner. As each one is described let a pupil represent the doors and window in the plan by erasing a small place in the wall.

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Count the rows of desks and the number of desks in each row. Direct different pupils to represent by single lines the first and last seats in each row. As they draw call their attention to the relative distance between the walls and the rows; and the width between the rows.

Represent the desks by narrow oblongs equally distant from each other.

Describe the location of each article of furniture as: "The almeirah is in the front corner of the room in the right side." Draw a chalk line round the almeirah and ask the pupils whether the plan should be a square or an oblong.

In the same way locate and represent on the plan the teacher's desk and chair and other articles of furniture in the room.

After the plan on the board has been thoroughly explained and drawn on the board by several pupils, each pupil should draw a neat plan on drawing paper, to a scale fixed by the teacher.

PLAN OF THE SCHOOL GROUND.

Present to the pupils a clearly drawn plan of the building and ground.

Take the pupils over the ground and round the buildings having them name and observe the different things which they are to point out on the plan.

After all the things observed have been named and located on the plan ask such questions as will draw out statements concerning the streets bounding the school building, the class-room on the left and right of the entrance, the location of the school office, etc,

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Standard III.

Geographical terms.

Use of a map.

The continents, their area, position and general characteristics.

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Geography for Standard III.

SUGGESTIONS.

The following lessons are not intended to be memorized but to be used as conversational lessons.

For the successful teaching of the lessons a sand table is very helpful. The teacher will also find clay modelling useful.

Encourage pupils to bring in pictures to illustrate the lessons. Some of the pictures may be mounted on cardboard and referred to constantly. If you use what the pupils bring in they are encouraged to look for more, and the more they bring the deeper is the lesson getting into their minds.

Some teachers find it very helpful to have each pupil make a scrap book, under her supervision, to illustrate many points of the lessons. One or two sentences under each picture will help to fix the facts in their minds; for example, taking the lesson on Hills. (They will have to fit their sentences to the picture as no two may have the same picture).

First Picture.

This is a hill.
A hill is land higher than the country about it.

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Second Picture.

There is a tree on the top of the hill.
or A boy is standing on the **Summit** of the hill.
or The house stands on the **Summit** of the hill.

Third Picture.

The boy is running down the **slope.**
or A cow is feeding on the **slope.**

Fourth Picture.

The man is standing at the **foot** of the hill.
or At the **foot** of the hill is a large house.

Whenever possible, take boys to places where they can see the real things.

HILLS.

The surface of the earth is not smooth and level.
The surface is generally uneven.
In some places the land is high.
In other places it is low.
We all know what a hill is.

A hill is land a little higher than the country about it.

It is less than one thousand feet high.

When it rains just a little the water soaks into the ground.

Heavy rain washes away much soil.
Thus small ridges, hills and channels are carved out.
There are many heavy rains in a year.
Thus in time a large amount of soil will be swept away.
The soil is carried to lower places.
Many hills have been carved out by running water.

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We may walk to the top of the hill and stand on its **summit.**

The summit is the very top of a hill.

The summit is also called the **crest.**
We start from the **foot** or **base** of the hill.
We walk up the **sides** or **slopes.**
Sometimes the slopes are steep and rough.

Many people like to live on hills.
The air is cooler and fresher at the summit than at the base.
It is often more healthy at the summit.
The views from the tops of hills are often very beautiful.

MOUNTAINS.

Mountains are much like hills.
They are much higher than hills.
Hills are seldom more than a few hundred feet high.
Mountains rise several thousand feet in height.
Sometimes their **peaks** rise above the clouds.

A peak is the top of a mountain ending in a point.

Usually where there is one mountain there are others near by.
They often extend a long distance.
Then they form a mountain **chain** or a mountain **range.**
A **group** is a set of mountains in a cluster.

Great mountains have not been carved out by running water.
They are masses of rock.
The rock has been pushed above the surrounding country.

Men often climb to the tops of mountains.
Many mountains are very steep.
It is hard to climb straight up their slopes.
A zigzag path is followed.
There are often steep **cliffs** or precipices.
These cannot be climbed.

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The traveller must go around them.
This makes the path still longer.
The air is very cold on the tops of very high mountains.
It never rains on the tops of very high mountains.
It snows instead.
It is so cold that nothing can grow.
Snow lies on these mountains all the year.
They are called **snow-capped mountains.**
The snow sometimes slides down a mountain.
We call this an **avalanche.**
Sometimes the avalanche buries a whole village.
Some mountains are not so high.
Roads have been built to the summits of some mountains.
Hotels and houses have been built on these mountains.

People go to these mountains to escape the hot weather.
Gold, silver, lead, iron, and other metals are found in mountains.
The trees in the mountain forests furnish valuable timber.
Mountains also furnish some rivers with water.
The snow and ice on the mountains melt during the hot summer days.
This water flows down the mountains and fills the streams.

VALLEYS.

Wherever hills are found there are also low places or hollows.
They are called **valleys.**

A valley is low land between hills.

Wherever two down slopes come together a valley is formed,
Every little stream of water carries away some of the soft earth.
In this way they are forming valleys.
Most valleys have been carved out of the land by running water.

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Some valleys are very narrow.
Others are so wide we cannot see across them.
The slopes are very gentle.
The land appears to be level.
Such a valley is called a **plain.**
The very broad valleys were not carved out by running water.

They were formed by the rising or sinking of the land.

Most people live in some part of a valley.
Farmers prefer the valley because the soil is better.
The best farms are found in the valleys.

Where there is even a gentle slope the water is drained off.
In some places the land is very nearly level.
The water does not flow off readily.
The standing water produces **swamps.**
Those who live near swamps are liable to fevers.

Roads and railways are built across countries.
The road-makers generally follow the valleys.
The roads are often built around a hill rather than over it.
A mountain **pass** is a valley between two mountains peaks.

PLAINS.

Sometimes a very large piece of land seems to be nearly level.

A broad nearly level stretch of land is called a plain.

A plain covered with green grass and beautiful flowers is called a **prairie.**
In summer we find vast herds of cattle and horses on the prairies.
They feed on the rich green grass.
Late in summer the grass becomes dry and crisp.
Sometimes the prairie catches fire.

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Sometimes a plain is low land.
Sometimes it is very high land.
When the plain is very high land we call it a **plateau or tableland.**

There is another kind of plain.
No rain falls on this plain.
Therefore there is no grass, nor flowers, nor cattle, nor horses.
Nothing is to be seen but dry burning sand and gravel.
This plain is a **desert.**

A desert is a large sandy plain where nothing grows.
There is no water to drink.
There are no trees to shelter the travellers from the burning sun.
In the midst of the desert the traveller may come to a grassy spot.
He will also find a well or a spring of fresh water.
This pleasant spot in the desert is called an **oasis.**

An oasis is a fertile spot in a desert.
Fertile means that there is much food and water for the plants.

Merchants travel through the deserts.
They seldom go alone.
They generally form large companies.
Such a company of merchants is called a **caravan.**
The goods are carried on the backs of camels.
The camel can live a long time without drinking.
It can carry heavy loads long distances.
Therefore the camel if often called the Ship of the Desert.

Sometimes there is a wind storm in the desert.
Great clouds of sand are lifted into the air.
The clouds quite darken the sun.
The travellers must jump from their camels at once.

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They cover themselves with their cloaks and lie flat on the ground.
The poor camels will close their eyes and nostrils.
They kneel with their backs to the wind, until the storm has passed over.
Sometimes the travellers are buried alive in the sand.

RIVERS.

Every heavy rain causes the water to collect here and there.
It flows down the slopes.
At first only tiny **rills** are formed.
They unite and form **streams** and **brooks.**

The place where a river begins is called its **source.**
The sources of some rivers are up on the mountains.
The source is usually no larger than a brook.
It becomes larger as other streams enter it.
It then becomes wider and deeper.
It is sometimes one mile wide at its **mouth.**

The mouth is the place where the river enters the sea.

At its source the **current** is often very swift.
At its mouth it is much slower.

Sometimes a great deal of water flows into a river.
It will rise and overflow its **banks.**
Often great damage is done to buildings and crops.
Sometimes many lives are lost.
We call such an overflow a **flood.**

PARTS OF A RIVER.

A river is a stream of fresh water.

The two sides are called its **banks.**
When you stand facing the mouth of a river, the land on your right is called the **right bank.**
The land on the left is called the **left bank.**

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The bottom of the river, or the land over which it flows is called the **bed.**
The place where a river begins is called its **source.**
A **tributary** is a river flowing into a river.
Tributaries are also called **branches.**
The place where a river flows into the sea is called the **mouth** of the river.
A **rapid** is that part of a river where it flows along very swiftly.
Rapids are very dangerous to boats.
A **waterfall** is that part of a river where the water falls over some steep rocks.
A **cascade** is a little waterfall.
A waterfall is also called a **cataract.**
A delta is land formed at the mouth of a river.
It is formed by the mud brought down by the rivers.
Levees are banks of earth built to keep rivers from overflowing towns and farms.

USES OF A RIVER.

Rivers supply plants, animals and men with water.
Rivers carry away a great deal of rubbish.
Rivers are used to turn large wheels which work machinery.
In this way wood is sawn into planks and boards.
Grain is ground into flour and cloth is made.
Rivers are greatly used for navigation.
Sometimes there are no railways.
Then rivers are used.
Goods are carried in boats very long distances.
Boats carry goods very cheaply.

PONDS AND LAKES.

Sometimes a river on its way to the ocean flows into a hollow in the land.
The water spreads out and fills the hollow,

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A hollow in the land filled with water is called a **lake.**
There is land all round the lake.

A lake is a body of water surrounded by land.

If it is a small body of water it is called a pond.

Sometimes men build dams across rivers.
In this way they collect enough water to make ponds.
Lakes may be made in the same way.
Lakes are like ponds but larger.
Many ponds and lakes have been formed by dams being built across rivers.
Not many however have been made by man.
Beavers have made a few.
They gnaw down trees.
They build dams with the logs.
Then they build their homes in the water thus collected.
In some places great masses of rock and earth have fallen into a stream.
This has blocked or dammed the stream.
In this way some lakes and ponds have been formed.

The river that flows into the lake is called an **inlet.**
The river that flows out is called an **outlet.**
Sometimes there are many inlets.
The inlets bring fine earth.
Often **deltas** are formed.
In time a whole pond may be filled with this fine earth.
Then it is changed into a **swamp.**
People living near swamps are liable to have fevers.

The surface of the lake appears to be level.
One part is really slightly higher than the other.
Otherwise the water would not flow out.
The higher part is near the inlet.
This is called the **head of the lake.**
The lower part is near the outlet.
This is called the **foot of the lake.**
Some lakes have no outlets.
In time such lakes become salt.

Teachers should explain why they become salt.

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The land along the margin of the lake is called the **shore.**
When the shore is sandy it is called a **beach.**
Some shores are very crooked.
Points of land extend into the water.
These are called **headlands, points** or **capes.**
If they are very large they are called peninsulas.
A narrow piece of land joining two larger pieces is called an **isthmus.**
In some places the coast bends in.
The water goes into the land.
The water in this bend is called a **bay.**
A bay is a portion of water running into the land.
Sometimes there are small bodies of land in a lake.
They are surrounded by water.
A piece of land surrounded by water is called an island.
Ponds and lakes are very useful in many ways.
They furnish towns and cities with drinking water.
Many valuable fish are caught in lakes.
In some countries ice is cut from the surface of lakes.
The ice is kept for use during the hot summer.
Lakes are also important waterways.
Goods and passengers are carried in boats from one place to another.

OCEANS.

We can sail across the largest lake in a day or two.
The ocean is much larger.
It takes many days to cross the ocean.
The ocean surrounds all the land.
There is far more water than land.
The water covers three-fourths of the earth.
Only one-fourth of the earth is land.
The water of the ocean is too salt to drink.
Thousands of ships are upon the ocean.

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They carry people and cargoes from one place to another.

The land next to the sea is called the **coast.**

The coast of the ocean resembles the lake shore.

It has capes, peninsulas, isthmuses and straits.

A narrow passage of water joining two larger bodies of water is called a **strait.**

When a bay has a narrow mouth it is called a **gulf.**

Sometimes a gulf or bay has deep water.

The land around it protects the bay from wind and waves.

Then ships can come in and anchor safely.

Then a bay is called a **harbour.**

A harbour is a safe place for ships to anchor.

Wharves are built on the shores.

Ships come up to the wharves.

Sometimes the water is not deep enough for ships to come up close to land.

Then **piers** are built out into the water.

Sometimes the water is deep enough but there are no capes to shut out the waves.

Then walls are built so as to enclose the water.

Such a wall is called a **breakwater.**

Where there are good harbours there are large cities.

Cities on the coasts are called **sea ports.**

Often there are rocks or reefs near the shore.

Lighthouses are built on these to warn sailors of the danger.

The ocean is a great waterway connecting different parts of the world.

In summer it is cooler near the sea than it is far inland.

Many people go to the seaside to escape the hot weather.

The water of the ocean near land appears to be green.

Far out at sea it appears to be blue.

AIR.

Air is real and occupies space.

Prove by putting empty bottle in water. Notice bubbles of air. Tell how it blows down trees.

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Fire will not burn without air.
Plants, animals and men cannot live without air.
We cannot see air.
We can feel the air moving.
There is air all around the earth.
It extends many miles above us.
Air is often called atmosphere.
When air moves gently it is called a **breeze.**
When it moves faster it is called **wind.**
The air may not be moving near the earth.
It will be moving far above us.
We know this because we see the clouds moving.
Very heavy winds are called **hurricanes.**
Sometimes a winds blows round and round.
This is called a **whirlwind.**
At certain times of the year there are heavy winds on the coasts of China and Japan.
These winds are called typhoons.

In some places the wind blows from one direction for some months.
Then it blows from the opposite direction.
We call these winds **monsoons.**
There are two monsoons in the Straits Settlements.
They are called the North-East Monsoon and the South-West Monsoon.
Heavy wind with snow is called a **blizzard.**
Winds are useful in many ways.
Winds drive sailing vessels through the ocean.
They also turn windmills.
The air takes water from wet clothes, muddy roads, rivers, lakes and oceans.
The water in the air is called **vapour.**
The wind carries it away.
By and by the vapour is cooled.
Then it is changed into a liquid again and falls to the earth as rain.

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THINGS FOUND IN THE EARTH.

The earth contains many things of great use to us.
These must be found and dug out.
Some of these useful things are coal, iron, gold, silver, lead, tin, copper, mercury and salt.
These are called **minerals.**
The openings dug in the earth from which these minerals are taken are called **mines.**

From oil wells is obtained oil.
We use oil in our lamps to give us light.
Diamonds are very beautiful
They are taken from the earth.
We use a great deal of stone to build houses and to make and repair roads.
Stone is taken from a **quarry.**
One of the most useful minerals is coal.
Coal does much hard work for us. (Let class tell of its uses).
Gas is obtained from coal.

Some minerals are also called **metals.**
Iron, gold, silver, copper, tin and mercury are metals.
Iron is the most useful of all metals.
Hundreds of different things are made of iron.
Steel is iron made very hard.
Knives, axes and other tools are made of iron.
Gold is the most valuable of all metals.

Name some of the things made of gold.

Silver is the whitest and most shiny of all the metals.

Name things made of silver.

Gold and silver are called **precious metals.**
This is because there is not very much of these metals in the earth.
Tin is white, bright and soft.
Things that need to be light and strong are not made of tin.
The tin sticks to the iron.
Lead is a very heavy but soft metal.

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It can be cut with a knife.
It is used to make shot and sometimes water pipes.
Copper is softer than iron but harder than lead.
It will not rust.
Some cooking vessels are made of copper.
Zinc is another valuable metal.
It is almost the colour of tin.
Brass is made by mixing copper and zinc together.

NOTE:—Have samples of these metels for the pupils to see. Have them tell more about them than is here merely given in outline. Have them name different things that are made from these metals.

MAPS.

A picture shows us the objects as we see them before us.
A plan shows where the objects are.
It also shows the direction of one place or thing from another.
Plans are made of houses or other buildings.
A carpenter builds a house according to a plan.
A man who draws plans is called an **architect.**
Plans can be made of gardens, towns and cities.
Generally countries are represented on maps.
A map is a drawing telling us something about a country.
We represent a country on a map to tell its shape.
It also tells us where the towns, cities, lakes and rivers are located.
Maps may be made of any place, no matter how large or how small the place may be.
It would not be possible to find paper as large as the place to be drawn.
A small piece will do.
An inch on the map may represent a very long distance.
We say the map is drawn to a scale.

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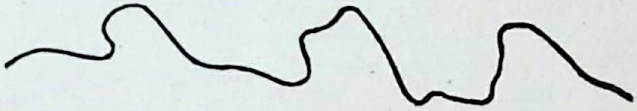
If we know the scale we can tell the distance between places.
(Let pupils measure distance on a map by using the scale).
When the map is on the desk the north side is the side furthest from you.
East is on the right.
West is on the left.
South is next to you.
Generally school maps are hung up so that the whole class may see them.
Then north is at the top and south at the bottom.
East is on the right and west on the left.
The lakes, seas, and oceans are generally coloured blue.
Countries are of different colours.
The boundary line between countries is made up of alternate dots and dashes, as - — - — - — - — - — - — - —
Rivers are represented by crooked lines, as,



The capital cities are represented by stars or by a dot inside a circle, as ✳ or ⊙
Other towns are represented by dots, as
Mountains are represented by shaded lines, as,

Be sure pupils can recognize all these on a map as well as capes, bays, oceans, etc. Let them find them when no name is marked. In large bodies of land or water, be sure they understand how far they extend, not simply the part under the name.

Most maps are flat maps.
They represent the country as if it were flat.
There is another kind of map.
It represents the country as it would look if seen from above.
(Show such a map).
This is called a relief map.

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The earth is a round ball.
Sometimes the earth is represented on a map in the form of a ball.
This is called a globe.
This globe turns round and round as the earth does.

Show a globe.

It turns on a rod.
This is called its axis.
North is at the point where the axis comes through the globe at the top.
This end is called the north pole.
The other end is called the south pole.
South is the part of the globe around the south pole.

CONTINENTS.

The earth is a large ball.
A large ball is also called a sphere.
The earth is also called a sphere.
Half of a sphere is called a hemisphere.
If the earth were divided at the equator the hemispheres would be called the Northern Hemisphere and the Southern Hemisphere.
The equator is an imaginary line around the earth, half way between the north and the south poles.
If we were to divide the earth from pole to pole we would have the Eastern Hemisphere and the Western Hemisphere.

The earth is made up of land and water.
The greater part is water.
If the earth were divided into four parts, three parts would be water.
One part would be land.
Most of the land of the earth is in a few large bodies.
The greater part of the land is north of the equator.
Therefore most of the land is in the Northern Hemisphere.
The sea spreads out in one vast sheet round the lands.
These large bodies of land are called continents.

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There are six continents.
In the order of their size, beginning with the largest they are Asia, Africa, North America, South America, Europe and Australia.
North and South America are in the Western Hemisphere. This is often called the New World.

Many years ago people did not know there were any other continents except Europe, Asia and Africa.
After America was discovered it was called the New World.
North and South America are joined by the Isthmus of Panama.
A canal has been cut through this isthmus.
It is called the Panama Canal.
A Canal is an artificial waterway.

Europe, Asia, Africa and Australia are in the Eastern Hemisphere.
They belong to the Old World.
Europe is east of North America.
Europe and Asia form one large body of land.
Europe extends westward from Asia like a big peninsula.
Africa is south of Europe.
Asia and Africa are joined by the Isthmus of Suez.
A canal has been cut through this isthmus.
It is called the Suez Canal.
North America, Europe and Asia circle round the North Pole.
The equator crosses only two continents.
They are South America and Africa.
Australia alone is wholly south of the equator.
Asia is the largest continent and Australia is the smallest.

Give pupils plenty of drill on the names and positions of the continents, until they can recognize them any where and can locate them readily. They should be able to form a mental picture. Do not use the same map. A globe is better for the world as a whole. Locate continents in all sorts of way:—

Europe is east of North America. North America is west of Europe,

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Europe is north of Africa. Africa is south of Europe. Europe is north-east of South America. South America is south-west of Europe.
Europe is west of Asia. Asia is east of Europe.

THE OCEANS.

The earth's surface is made up of land and water.
There are three times as much water as land.
The ocean covers nearly the whole of one side of the earth and a large part of the other side.
Names have been given to different parts of the ocean.
There are five oceans.
They are the Pacific, Atlantic, Indian, Arctic and Antarctic.

The Pacific is the largest of the oceans.
It is much larger than all the lands of the earth put together.
It is twice as large as any other ocean.
There are many islands in this ocean.
The Pacific ocean lies between Asia and America.

The Atlantic Ocean lies between Europe and America.
It has the Old World on the east and the New World on the West.
It washes the eastern shores of America.
It washes the western shores of Europe and Africa.
The Atlantic Ocean is very rough.

The water around the north pole is called the Arctic Ocean.
There are many islands in this ocean.
The water between them is covered with ice.
The climate is very cold.
But few people can live on the islands.
No crops can be raised.
The natives are called Eskimos.
They live by hunting the bear, seal and walrus.
In this ocean there are great blocks of ice called icebergs.

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The Antarctic Ocean surrounds the south pole.
Very little is known about this ocean.
Ships seldom visit the icy regions of the Antarctic.
They go to the Arctic to kill whales for their oil.
Men have tried to reach both the north and the south pole.

There is still another body of water.
This is the Indian Ocean.
It lies south of India.
It is larger than Asia.
It has Africa on the west and Australia on the east.
This is the warmest of the oceans.
Only its southern part enters the rigions of ice.

Make pupils familiar with these oceans by constant use of maps and a globe.

ASIA.

Asia is the continent on which we live.
It is the largest of all the continents.
It contains about one-third of the land.
This continent has a very irregular coast line (Explain).
There are large bays on the east and the south.

In the southern part of Asia is the highest plateau in the world.
A plateau is very high flat land.
South of this are the Himalaya Mountains.
Himalaya means the abode of snow.
Many of these mountains are always covered with snow.
The highest peak is Mount Everest.
This is the highest mountain in the world.
It is five and a half miles high.
In the north of Asia is the great Siberian Plain.
Siberia is very cold.
A railway crosses Siberia.

Around the Caspian Sea are great plains.
The land is mostly level and covered with grass.
Large herds of cattle and horses graze on these plains.

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The Caspian Sea has no outlet.
Therefore it is salt.
East of the Caspian Sea it is desert-like.
On the east of Asia is the great plain of China.
The tea plant grows in this plain.
A great delta has been formed by the Yellow River.
This is the largest delta in the world.
Every year it gets larger and larger.
In Asia we find high plateaus, deserts, vast forests, great plains, lofty mountains and the largest delta in the world.

EUROPE.

Europe lies west of Asia.
It is like a great peninsula.
It has the most broken coast of all the continents (Explain).
There are large bays on all of its coasts.
There are also many large peninsulas.
The chief highland is in the south of Europe.
The highest mountains are called the Alps.
The Alps are famous for their beauty.
Every year very many people visit these mountains.
The enjoy the lake and mountain scenery.
A great plain extends north from these mountains.
This plain reaches the Arctic Ocean.

AFRICA.

The continent of Africa has a very regular sea coast.
The sea is all round Africa except at the Isthmus of Suez.
The Isthmus of Suez joins Africa and Asia.
A canal has been cut through this isthmus.
It is called the Suez Canal.
The largest desert in the world is in Africa.
This is called the Sahara Desert.
There are small fertile places in this desert.
They are called oases.

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In and around these oases live desert tribes.

In Africa is the River Nile.
This river has a large delta at its mouth.

South of the Sahara lies the Soudan.
Many tribes of black people live there.
In the Soudan are great forests.

The equator crosses Africa.
In the southern part of Africa are rich gold mines and diamond fields.
Many white people live in the southern part of Africa.
Africa is often called the "Dark Continent."
This is because people have not known as much about Africa as they have about the other continents.

NORTH AMERICA.

North America is shaped like a triangle.
It is broad in the north.
It tapers towards the south.
The three sides are formed by the coasts of three oceans.
On the north is the Arctic Ocean.
On the east is the Atlantic Ocean.
The Pacific Ocean is on the west.
Along the western coast is the Rocky Mountain highland.
It consists of high mountains and plateaus.
The mountains extend from the very north to the extreme south.

Along the eastern side is another highland.
These mountains are not so high as those in the west.
Between these highlands is a great plain.
In the far north are vast forests.
Along the northern coast it is very cold.
Here are found a few tribes of Eskimos.
They get their living almost entirely from the sea.

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SOUTH AMERICA.

South America is also traingular in shape.
It is widest in the north.
The coast is not so broken as that of north America.
It is joined to North America by the Isthmus of Panama.
A canal has been cut through this isthmus.
It is called the Panama Canal.
It joints the Atlantic and Pacific Oceans.

The greatest highland of South America is along the western coast.
It is called the Andes Highland.
A lesser highland is on the east.
Between these highlands is a great plain.
The Andes Highland is not as broad as the Rocky Mountain Highland.
But it has higher plateaux.

The equator crosses the northern part of South America.
The extreme south reaches a very cool part of the world.
It extends the furthest south of all the continents.

AUSTRALIA.

Australia is the smallest of all the continents.
Some teachers call it a large island.
It is entirely surrounded by water.
Therefore it is an island.
Many people call Australia the Island Continent.
It is entirely south of the equator.
It has an even seacoast except on the north.
The highest mountains are in the south-east.
Most of the white people live in the south-east.
A large part of the middle of Australia is very dry.
It is covered with scrubby bushes.
Sheep raising is one of the most important occupations of Asutralia.
Small tribes of Black savages are found in parts of Australia,
They are found chiefly near the coast.